DOCUMENT RESUME

ED 124 826 88 CG 010 614

AUTHOR Duncan, Richard; And Others
TITLE Systematic Approach to Guidance; Orientation Mini-Pac. A Competency-Based Staff Development Training Package.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Mesa Public Schools, Ariz.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 47p.; For related documents, see CG 010 610-618

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Demonstration Projects; Elementary Secondary Education; *Guidance Programs; Manuals; *Performance Based Education; *Program Descriptions; Program Planning; Staff Improvement; *Staff Orientation; *Training Objectives
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

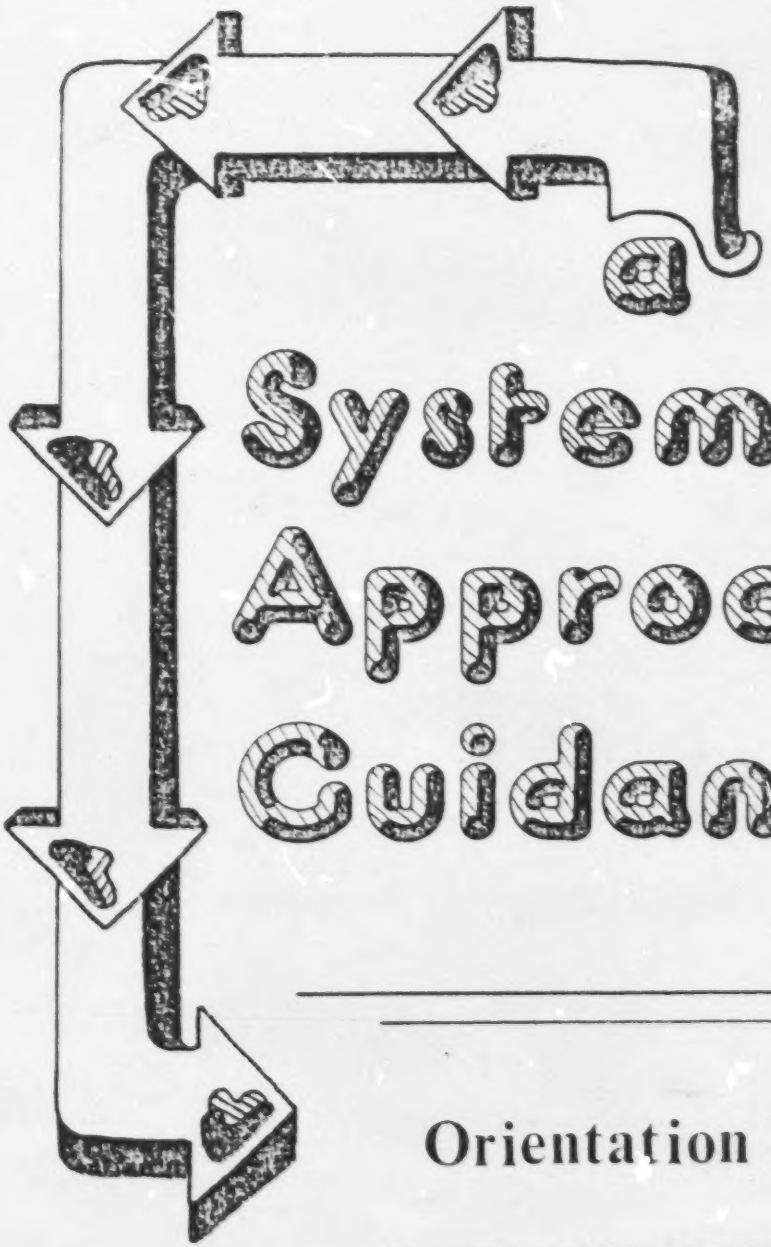
This material represents an effort to demonstrate, in a limited 60-minute experience, the type of staff development modules or packages developed with an E.S.E.A. Title III grant in Arizona by the Mesa Public schools. this staff development effort is an important part of a larger ongoing effort to develop, field test, and implement a comprehensive career guidance model based on a systematic planning approach. subjects for this demonstration package could have been selected from a variety of sources which might have been more palatable to participants, i.e., "How to use games to help students," "How to use role playing techniques," etc. However, it was decided that two goals could be accomplished simultaneously if the subject of this package was "orientation to a systematic planning approach to Guidance." The purpose of this experience is therefore two-fold: (1) to demonstrate, through actual involvement of the participants, what a competency-based staff development training package is and how it is used; (2) to present content on Mesa's systematic Planning Approach to Career Guidance. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED124826

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



A Systematic Approach to Guidance

Orientation Mini-Pac

2

AN ESEA TITLE III PROJECT

A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE

MESA PUBLIC SCHOOLS ››› DR. GEORGE N. SMITH, SUPERINTENDENT

CREDITS

Orientation (Mini-Pac)

Richard Duncan
with Irene Cooper, Ruth Davidson,
Keith Vaughan, and Duane Richins

Mesa Public Schools in cooperation with
The American Institutes for Research

Supported by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963 and Title III of the Elementary and Secondary Education Act of 1965.

Illustrations and Cover Design by Sally Valentine
Printing and Layout Design by Jeani Garrett and Ronald Burgus
Printing by Mesa Public Schools District Print Shop
Special Acknowledgment: Doris Hazenfield

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

TABLE OF CONTENTS

	Page
FOREWORD	i
INTRODUCTION	1
Flowchart	2
Module Goal and Objectives	3
Audio Visual Introduction	4
PLANNING	5
Planning Tasks	5
Defining Philosophy, Purposes and Target Groups	6
Basic Assumptions	6
Desired Outcomes Assessment	8
Current Program Assessment	8
Baseline Data	9
STRUCTURING THE PROGRAM	11
Structuring Tasks	11
Key Functions in Program Structuring	12
IMPLEMENTING GUIDANCE PROGRAMS	14
Program Implementation Tasks	14
MAKING DECISIONS BASED ON EVALUATION DATA	18
Product Evaluation Tasks	18
Collecting Product Evaluation Data	18
Evaluation of Program Side Effects	19
Determining Cost-Effectiveness	20
SIMULATION	21
General Directions	21
Presenters' Directions	21-24
Evaluators' Directions	25
Evaluation Sheet	26
POST ASSESSMENT	27-29
Key	30
APPENDIXES: A. Possible Instructional and Counseling Procedures	31
B. Tape-Slide Script	33-40
C. Description of Staff Training Modules	41

FOREWORD

This demonstration mini-pac was developed as a dissemination sample of materials which were prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under Carolyn Warner, Superintendent of Public Instruction. The Title III staff was directed by Fred J. Sughrue and the consultants assigned to this project were Jewell Sisemore, the Assistant Director of Title III, and Jesse Udall, Education Program Specialist.

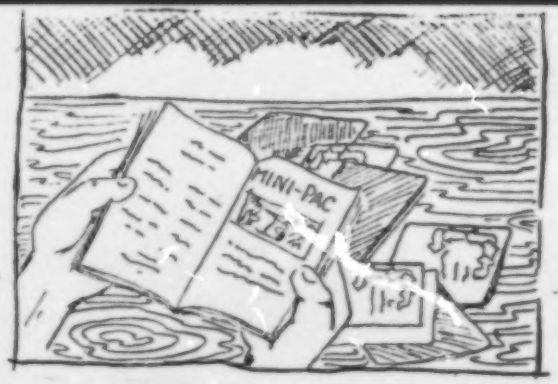
For additional information on these projects...

Write or call: (602) 962-7331

Exemplary Project Director
Byron E. McKinnon
Guidance Director
Mesa Public Schools
Guidance Services Center
140 S. Center
Mesa, Arizona 85202

Title III Director
Duane Richins
Guidance Specialist
Mesa Public Schools
Guidance Services Center
140 S. Center
Mesa, Arizona 85202

INTRODUCTION



OVERVIEW OF MODULE

This material represents an effort to demonstrate, in a limited 60-minute experience, the type of staff development modules or packages developed with an E.S.E.A. Title III grant in Arizona by the Mesa Public Schools. This staff development effort is an important part of a larger ongoing effort to develop, field test and implement a comprehensive career guidance model based on a systematic planning approach.

Subjects for this demonstration package could have been selected from a variety of sources which might have been more palatable to participants, i.e., "How to use games to help students," "How to use role playing techniques," etc. However, it was decided that two goals could be accomplished simultaneously if the subject of this package was "Orientation to a systematic planning approach to Guidance."

The purpose of this experience is therefore two-fold:

1. To demonstrate, through actual involvement of the participants, what a competency-based staff development training package is and how it is used.

2. To present content on Mesa's Systematic Planning Approach to Career Guidance.

This package includes as many of the following training package components as could be compressed into a one hour experience.

--Tape-Slide Overview (see Appendix B)
--Flowchart of the comprehensive approach
--Package goals and objectives
--Instructional materials (text)
--Progress checks (sample items only)
--Group activities
--Simulation activity
--Application procedures
--Post Assessment
--Further references

It is designed to be completed in <u>one</u> hour of well disciplined activity.

The Flowchart on the following page defines the four major phases of this approach to guidance, counseling, placement and follow-up and shows how they relate to each other.

START

THE COMPREHENSIVE APPROACH TO DEVELOPING GUIDANCE COUNSELING AND PLACEMENT PROGRAMS AND RELATED COMPETENCIES

FLOWCHART

PLANNING COMPETENCIES

1. Orient to the four areas of the comprehensive approach; define philosophy, purposes, and target groups.
2. Design, conduct, & report current status assessment
3. Design, conduct, & report desired outcomes assessment (needs assess.)
4. Identify new program needs; write program goals and student objectives (outcomes;) evaluate

CONTEXT EVALUATION

STRUCTURING COMPETENCIES

1. Specify program participants and objectives for immediate programs; indicate target groups and skill levels required to achieve objectives of program
2. Determine format design; list possible available program procedures and materials, choose most appropriate procedures and materials
3. Develop programs based on previously identified goals and objectives; provide for the development, critiquing, and editing of program products

INPUT EVALUATION

MAY NEED TO RETURN TO

- PLANNING COMPETENCIES AREA

IMPLEMENTING COMPETENCIES

1. State implementation objectives and strategies
2. Select implementation staff and initiate staff development activities
3. Prepare pilot and field test sites, and implement programs
4. Determine additional staff competencies needed for which training will be needed

PROCESS EVALUATION

MAY NEED TO RETURN TO

- PLANNING COMPETENCIES AREA
- STRUCTURING COMPETENCIES AREA

DECISION-MAKING COMPETENCIES

1. Design, conduct, and report product evaluations
2. Determine costs, relate costs to effects, and summarize and display cost effectiveness ratios
3. Design, conduct, and report studies that identify the most cost-efficient procedures and programs
4. Design, conduct and report cost-benefit studies
5. Make decisions related to necessary future programs and changes in field-tested programs, and communicate these decisions and rationale

PRODUCT EVALUATION

MAY NEED TO RETURN TO

- PLANNING COMPETENCIES AREA
- STRUCTURING COMPETENCIES AREA
- IMPLEMENTING COMPETENCIES AREA

TOP
or re-enter cycle at appropriate point

NOTE:
Highlighted area(s) indicates competencies presented in this module.

MODULE GOAL

Upon completion of the readings and activities of this package the participant will recognize the major components of:

(1) Mesa's systematic planning approach to career guidance, counseling, placement and follow-up

(2) competency-based staff development training packages.

MODULE OBJECTIVES

Upon successful completion of this Orientation mini-pac, the participant will be able to:

Page	Performance Objective
Entire document	. identify the four major components of the comprehensive approach to career guidance, counseling, placement and follow-up used in the Mesa program
4	. state in your own words a minimum of one planning task
5	. state a minimum of two basic assumptions of the Mesa guidance program
7	. identify the difference between a current program assessment and a desired outcomes assessment
10	. state in your own words a minimum of one structuring task
11	. identify one key skill in program structuring
13	. state in your own words one program implementation task
4 - 19	. identify four components of this staff development package
17	. list two types of data which could be collected for program evaluation.

AUDIO VISUAL INTRODUCTION

This module, "Orientation Mini-Pac," includes an audio cassette and filmstrip to introduce you to the staff development series. It is suggested that you and any other individuals who are considering working on this package first take a few minutes to view and hear this presentation. The tape is playable on any cassette recorder and contains an audio cue ("beep") to indicate the points at which you are to advance to the next frame. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, you may wish to read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the series of modules.

PLANNING

PLANNING TASKS

In order to plan a successful career guidance program, the following tasks should be accomplished:

planning tasks

- State the general purposes for which the program will be designed.
- Describe the program's target population.
- Assess the desired student outcomes which will be based on data gathered from students, parents, teachers, counselors and others.
- Assess the status of the current program in respect to these desired outcomes.
- Specify student needs (all differences between current and desired status) which this program will try to resolve.
- State the resources and constraints which characterize the setting in which the program will operate.
- State program goals and objectives for the proposed program which will reconcile differences between the desired student outcomes and the constraints of the setting.

evaluating the planning phase

Evaluation conducted during this initial phase entails assessing the effectiveness, efficiency and desirability of each of the above activities. Input from those who will be affected by the proposed program is constantly

sought and used while plans are being formulated. Such input must be evaluated; thus, from the beginning, continuous formative evaluation is sought. Data which will be evaluated in the planning phase focus upon describing the system into which a program is to be placed such as available resources and personnel and demographic features of the school and community. These data will be helpful in stating youth and system needs and specifying goal statements related to the needs.

DEFINING PHILOSOPHY, PURPOSES AND TARGET GROUPS

The logical inception point for programs is the consideration of their general purpose. This does not relate to the specific outcomes of a program but to the broad needs it will address. One might begin with discussions about the philosophy which should serve as the foundation of the guidance, counseling and placement program. In this discussion, assumptions such as the following might be considered:

Mesa's six basic assumptions

- Guidance services should help develop and protect students' individualities.
- Guidance should help students become effective problem solvers.
- Guidance services should be available to all students.
- The guidance process should be integrated with the educative process.
- Guidance should be developmental as well as remedial or prescriptive.
- Counseling personnel should be able to evaluate their own effectiveness.

You may not necessarily agree with all of these assumptions; taking the time to generate your own or those upon which counseling personnel in your setting can agree may be a valuable exercise.

An important contribution to this defining of underlying philosophy and basic assumptions can come from a needs assessment also. Once key personnel have had a chance to discuss their thinking, cross-fertilize each other's ideas and hammer out some working principles, they may find it useful to measure these principles against the actual needs specified in an assessment. Thus, a desirable blending of staff member experience and knowledge and hard specific data may contribute to the definition of basic program assumptions and goals. From goals, one can move to a listing of the specific purposes of each program and to identifying key groups from the school and community which should be involved in planning in more detail each proposed program. At this state one may want to select representatives to participate in advisory panels for planning, implementing and evaluating each program. Potential recipients of each program should be represented.

defining philosophy

A part of defining the philosophy and goals of a program involves defining the target groups. One needs to identify the numbers and characteristics of youths who will be served by each program. The descriptions might include age, sex, ethnic group membership, socio-economic background, ability range and individual characteristics.

DESIRED OUTCOMES ASSESSMENT (NEEDS ASSESSMENT)

Desired outcomes assessment is a key part of program development when building a program to deliver on high priority student needs. In establishing a procedure for assessing students' desired outcomes, consideration should be given to having students rank outcomes representing their desired status in four areas:

Intrapersonal--	How can students improve the way they feel about themselves?
Interpersonal--	How can students improve their relations with others?
Academic Learning--	How can students improve their learning procedures in school and elsewhere?
Educational-Career--	How can students improve their planning for future schooling and work?

desired outcomes assessment

Student participants should be randomly selected from various grade levels such as 6th, 9th and 12th. An adult sample may consist of parents, teachers, counselors and administrators.

CURRENT PROGRAM ASSESSMENT

Program planners must consider both the desired outcomes and current status of students' development and career planning. The desired outcomes (discussed in more detail below) describe the direction in which students would like to go, while the current context evaluation

current program assessment

determines where they are now. The discrepancies between students' desired outcomes and current status define how far they need to travel in order to get where they want to be.

Among the baseline data to be gathered are the following:

baseline data

- General characteristics of the context in which each program will operate (i.e., number of schools, grade levels, socio-economic level, etc.).
- Current status of present guidance, counseling and placement programs related to school system needs.
- Current status of present guidance, counseling and placement programs related to societal needs.
- All objectives and activities that make up current guidance, counseling and placement programs in this context.

Much of this information may be gathered from and by counseling personnel, based both upon their recall and the keeping of logs which reveal how much time they spend upon which tasks, and for what outcomes.

A more direct and often more time-consuming way of getting at current status is by testing students themselves, which could include the use of survey tests of knowledge, situational tests of current behaviors, and attitude inventories. Data from current status assessments may be used in connection with desired student outcome assessment data to design guidance programs for specific student target groups.

PROGRESS CHECK #1

PLANNING

1. Of the statements listed below, identify the one/ones necessary in planning a successful career guidance program.

   _____a. State program goals and objectives.

   _____b. Describe the program's target population.

   _____c. Assign tasks relevant to implementation strategies.

   _____d. All of the above.

   _____e. None of the above.

2. People who are served by a given program are referred to as the target population. In the blanks below, list four ways of describing target populations.

   a. _____

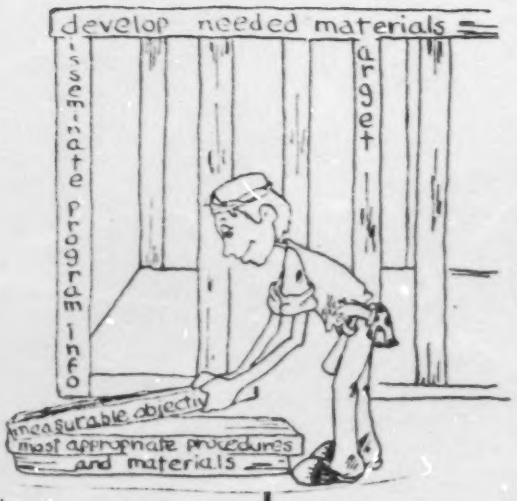
   b. _____

   c. _____

   d. _____

Key: 1. a, b 2. age, sex, ethnic group membership, socio-economic background, ability range or individual characteristics

STRUCTURING THE PROGRAM



structuring tasks

Following completion of the planning phase, it is possible to make decisions related to the specific structure of the proposed program. This includes the following tasks:

- Specify measurable objectives for each guidance program.
- Indicate the target group which will participate in each program and the current skill levels of those students relative to the objectives of the program.
- List all possible and available procedures and materials which can be used to help students attain their objectives. For a list of possible instructional and counseling procedures see page 30.
- Choose the most appropriate procedures and materials for each program.
- Adapt or modify available materials where possible.
- Develop needed materials where gaps exist.
- Disseminate information about the programs to staff, students, parents and others, and arrange for input from them.

Thus, in the structuring phase, the goal statements, the nature of the target population and conditions for evaluation provide the basis for considering and establishing strategies which can help participants achieve their desired outcomes. These strategies should include activities of counseling personnel. Available methods, media and materials can be used, and new procedures and materials should be developed when the goals of each pro-

gram demand them. Since decisions regarding structuring the program must be concerned with the design of activities which participants will perform to achieve their desired outcomes, the objectives of program personnel must be correlated with objectives of participants to provide options which are tailored to individual needs and which are based on a flexible set of alternatives.

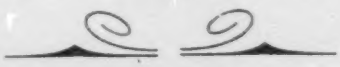
KEY FUNCTIONS IN PROGRAM STRUCTURING

The process of building a program benefits from the participation of a wide variety of people, particularly if they perform specialized functions based upon their experience and expertise. Some abilities crucial to this phase include writing goal statements, behavioral objectives, activities and evaluation items. All of these are key skills used in making up instructional guidance units. Other skills needed are identifying target populations, investigating and selecting procedures, and communicating formally and informally with appropriate personnel.

key program structuring skills

During this phase, those who will be affected by the proposed programs (i.e., teachers, counselors, administrators) evaluate the effectiveness, efficiency and desirability of each of the tasks described in this segment of the orientation. Such evaluation would include assessing the criteria used in the development of student materials, determining if materials adequately address the goals and objectives to which they are related, and examining the costs and effectiveness of materials development. The

inclusion of the aforementioned personnel helps insure not only the quality of the programs, but also broad acceptance and support when they are ready to be implemented.



PROGRESS CHECKS #2

STRUCTURING

1. List two key skills needed by personnel concerned with structuring career guidance programs.

   _____

   _____

2. Complete the following sentence:

   Instructional guidance units are made up of _____

   _____

   _____

Key: 1. Writing instructional guidance units
Identifying target population
Investigating & selecting procedures
Communicating with appropriate personnel

2. goal statements, behavioral objectives, activities and evaluation items

IMPLEMENTING GUIDANCE PROGRAMS

PROGRAM IMPLEMENTATION

Once the purposes, goals and objectives of a career planning and development program are carefully specified and materials are collected or developed for it, the selected students must have ample opportunities to participate in activities which will help them achieve their performance objectives. The likelihood that the program will become a continuing part of the curriculum will be increased if counseling personnel execute these tasks:

- arrange field tests of materials and procedures
- revise or replace material which does not meet the criteria set for it as indicated by measurements conducted during field tests; and
- implement each program with the help of qualified counseling personnel to encourage operation as it was planned and structured.

implementation tasks

During this phase, evaluation is used to measure all aspects of implementation, and is called process evaluation. The data gathered at this time should answer the questions: Did we deliver what we promised? Did we deliver in the most efficient, effective and desirable way?

FIELD TEST PROCEDURES

Points to be considered in field testing include the following:

- Appointing one person or persons to be responsible for program delivery, implementation, return and critiquing.

- Devising an evaluation instrument that is simple, yet detailed enough to give adequate kinds of information about program implementation (i.e., Did students like it? Did it achieve objectives? Did teachers react positively?).

- Having more than one person available for observation and evaluation while students are working with program (i.e., a counselor, team teacher or school coordinator may observe and assist at the implementation of a unit in a social studies class).

- Promoting frequent critiquing sessions. Unless strengths, weaknesses, enrichment ideas, and alternative approaches are noted frequently, there is a good chance that valuable information will be lost.

- Arranging to have some students, teachers, counselors and administrators who worked with the program be members of the revision team so that proper interpretation of critiquing information may be realized.

- Having periodic conferences with personnel involved in the program concerning their needs (i.e., materials, ideas, training, encouragement).

The tasks that field test teams should accomplish may be listed in the form of process objectives. They spell out what staff members need to do to ensure that students achieve the performance objectives. More detailed statements of what needs to be done by staff members are often referred to as implementation strategies. The following example may help to clarify the distinction between student performance objectives, process objectives and implementation strategies:

process objectives

EXAMPLE

Student Performance Objective

Following participation in the "Careers Exploration" class, each student will be able to name and describe at least nine of the twelve job families and describe occupations listed in them.

Process Objective 1

The instructor will arrange to have speakers whose jobs present each of the twelve job families address the students about the nature of their jobs.

process objectives sample

Implementation Strategy 1

By September 30, the instructor will have contacted representatives of each of the twelve job families and have scheduled their appearances.

There will probably be several process objectives for each performance objective, and even more implementation strategies. While writing all of these out may be somewhat laborious, it is worth doing. It provides an implementation blueprint and schedule which can be shared with all concerned so that they know exactly what will happen and when. It also makes it easier to delegate tasks and hold people accountable for their performances. Finally, it can be drawn upon when staff members report to administrative bodies or the public, and when others wish to replicate a program.

Process evaluation in a comprehensive career guidance system is intended to furnish regular feedback to program planners who are responsible for designing and revising program plans and procedures. The purposes of process evaluation are threefold:

the purpose of process evaluation

1. To monitor the implementation of the guidarce program.
2. To supply information required for decisions which have to be made during the field test phase (e.g., in one instance the original structuring principles proved unwieldy and were appropriately changed.)

3. To assess the extent to which the guidance program is conducted as it was originally designed for this phase.

PROGRESS CHECK #3

Four different types of educational personnel should be included as members of the revision team. They are:

a. _____

b. _____

c. _____

d. _____

Key: students, teachers, counselors and administrators

MAKING DECISIONS BASED ON EVALUATION DATA

PRODUCT EVALUATION TASKS

Evaluation is an important component of each of the aspects of program development which have been discussed. Thus, context evaluation was linked to planning, input evaluation to structuring, and process evaluation to installation. These types of formative evaluations are intended to improve the procedures by which program planning, structuring, and evaluation take place. During implementation it is desirable to make use of product evaluation which determines if programs have...

product evaluation

> produced the outcomes or products for which they were designed; and
>
> resulted in unanticipated side effects, either positive or negative.

COLLECTING PRODUCT EVALUATION DATA

A student's achievement should be assessed by his performance on tasks which are behavioral indicators that he has reached his own goals and objectives; these tasks should also allow him to demonstrate his problem-solving skills as he reaches the desired outcomes. The results of such testing will show when a program has helped students achieve their goals and acquired desired skills, where it has failed and if it needs further development to increase

its effectiveness.

Several types of evaluative methods may be used:

evaluation methods

- Knowledge outcomes are measured by paper/pencil and interview techniques.
- Attitude assessment often requires a combination of these techniques with behavioral observation.
- Skill performance outcomes are best measured by behavioral observation in simulated or real-life situations.

EVALUATION OF PROGRAM SIDE EFFECTS

As important as it is to measure intended program outcomes and the procedures employed to produce them, at best they furnish only a partial indication of the outcomes of employing a particular program. Such measurement focuses on expected outcomes; however, the side effects of a program are also very important. Information on positive and negative unanticipated outcomes should be sought, even though they may be difficult to measure (especially if they include changes in affective responses). An example of negative outcome might be the discovery that certain students are overwhelmed by the amount of reading necessary in parts of a program and thus develop a negative attitude about it and their own abilities. Product evaluation also assesses staff and student reactions toward the experiences they have throughout a program, as well as toward the projected outcomes. In addition, it is possible to determine if a program entailed

evaluating side effects

unforeseen expenditures or savings, or prompted an unusual amount of student interest in a certain topic or class.

DETERMINING COST-EFFECTIVENESS

Taxpayers, school boards, administrators and many others are concerned not only with how well programs work, but also at what cost. With these two types of information, they can study the relationships between program costs and impact. In order to be able to judge cost-effectiveness, the implementer should collect, analyze and summarize data related to program costs and cost per participant. Comparisons of multiple programs and of the degree to which a single strategy meets its predetermined objectives are types of analyses which should be conducted before cost-efficiency studies can be implemented. Evaluation techniques such as those outlined should produce timely, relevant information which can shape decisions made by program administrators and recipients, and should form the basis for predictions and decisions leading to a viable set of alternatives for meeting future student needs.

cost-effectiveness

SIMULATION

This simulation THE AWARD, is designed for a group of five participants. Three of these individuals will each read a descriptive summary of a mythical guidance program and make a brief (1 - 3 minute) oral presentation of "their" guidance program. The remaining two participants will each take the role of an Evaluator and will use a form to judge the merits of each program presented. They will identify the program that best exemplifies the systematic planning approach outlined in this mini-pac.

--Group assign members as "presenters" (3) and "evaluators" (2)

Presenters' Directions (only presenters read)

In this simulation you will be presenting information about a mythical school to a panel which has been chosen to select the best guidance program in the state. Each role player should read the description of only one program, Aldington, Beauchant or Channing (group makes assignments). You will then make a three-minute oral presentation to the judges on the strengths of your program. Try to get the "feel" of the program and how it functions. Feel free to improvise when necessary, but stick to the facts as presented as much as possible.

You will be graded on the degree to which your school guidance program exhibits planning, structuring, implementing and decision-making activities as described in this mini-pac.

Turn to assigned page

(P. 22, 1st presenter, P. 23, 2nd presenter, P. 24, 3rd presenter)

ALDINGTON (1st presenter role)

The name of George Stevens has been associated with the Aldington Guidance, Counseling and Placement Program now for 20 years, and his record is a long and distinguished one. Coming to Aldington in 1954, George was a personable and forward looking young man with ambitions to develop the best program in the area. He built around his ideals and philosophy and worked with the administration to fit these within the framework of the schools' philosophy and objectives. Through the late '50's and early '60's he won award after award from both guidance and administrative groups. He is proud that no youngster is ever turned away from his office, no matter what the problem, or how pressured he or his two associates are with other matters. He has dealt with every problem imaginable, from drugs and sex to underachievement and lack of direction. His school is not a large one, and he feels he has a firm grasp on the problems and needs of the youth there through his personal contacts. Through feedback received in this way he has made two program changes in the last three years. George Stevens keeps the Guidance program at Aldington running smoothly with a mimimum of disruption. The administration is very supportive of Guidance at Aldington and appreciative of the fact that scheduling and schedule changes run smoothly and that George is supportive of their ideas and cooperates efficiently and effectively in the "nitty-gritty" activities of the school. His visibility in the community is high and he is widely liked and respected.

(Scop - Be ready for oral presentation)

BEAUCHANT (2nd presenter role)

Beauchant is a large sized school which has recently developed its Guidance, Counseling and Placement Program. Most of the staff have been hired within the last five years, and their philosophies and ideals are varied. Three years ago they conducted a thorough assessment of Guidance Services, measuring both the current status of their program, and outcomes students desired. From these operations they defined uniform program goals and performance objectives, and since have structured their programs around these. While they still try to help individual students who request assistance, they are also trying to reach out to the entire student body through such innovations as a combination Student Town Hall/ Drug Crises Center. Programs using modern techniques have proliferated, including Primal Scream Therapy, Rolfing, and Chaotic Meditation. Experimental programs are being tried regularly, and continued if counselors find them acceptable. The administration is tolerant but not especially supportive of the Guidance program. They tend to view the department as a collection of "wierdos" whose presence somehow allows the school to meet the educational and personal needs of the total student body. The program is viewed somewhat skeptically by older teachers and community representatives, but is popular with many students, particularly those with "avant-garde" ideas.

(Stop - Be ready for oral presentation)

CHANNING (3rd presenter role)

Channing is the oldest community and school of the three. Its program is also the most long-standing. The effectiveness of the program was criticized a great deal in the past by students and faculty alike. The administration, however, was very supportive of Guidance and considered it essential to the effective daily operation of the school. At that time, counselors' duties consisted mainly of filling out schedules and performing administrative duties. Several years ago an evaluation of the program was commissioned, and the need for broad-scale improvements was firmly established. Subsequently, the Channing program initiated a needs assessment and developed goal statements and performance objectives around which the new program was structured. When it came time to select procedure for the new program, unfortunately the staff was limited by a traditional community environment and a corresponding lack of funds. Thus, only the least expensive procedures were chosen. Additionally, the conservative community insisted that whatever efforts were undertaken be systematically observed and their effectiveness measured. At present one aspect of the program is being phased out because of shortcomings that were identified. Administration is not totally sold on the new program, but find it difficult to eliminate it in view of the supportive data available. Community feeling is mixed, with some factions finding the innovations constructive, while others see the whole realm of Guidance and Counseling as unnecessary.

(Stop - Be ready for oral presentation)

EVALUATORS' DIRECTIONS (only Evaluators read)

In this simulation you will be listening to the presentations of representatives from the three schools that have been nominated for your state's outstanding guidance program. On the following page is the evaluation sheet to be used in assessing each program.

As you listen to the presenters, place a score (1-5) in the appropriate school column to indicate the degree to which the program has the identified component. Values are as follows:

5 - SUPERIOR
4 - ABOVE AVERAGE
3 - AVERAGE
2 - BELOW AVERAGE
1 - POOR OR MISSING

After the three presentations have been made, total each column. Compare your results with the other judge(s) and select a winner.

Announce the winner to the total group and indicate the reasons for the selection. With the total group discuss which aspects were missing or weak in each of the programs.

EVALUATION SHEET

By using a 1-5 scale indicate the degree to which each school possesses the criterion indicated.

5 - SUPERIOR
4 - ABOVE AVERAGE
3 - AVERAGE
2 - BELOW AVERAGE
1 - POOR OR MISSING

	Aldington	Beauchant	Channing
PLANNING:			
--Youth needs identified			
--Goal Statements developed			
--Current program assessed			
STRUCTURING:			
--Program Objectives well-defined			
--Target population identified			
--Various options considered; best selected			
IMPLEMENTING:			
--Implementation strategies well defined			
--Includes staff development activities			
--Program was field tested			
DECISION-MAKING:			
--Includes periodic evaluation			
--Cost-efficient components identified			
--Future programs based on evaluation data			
TOTAL			

POST ASSESSMENT

1. Identify the four major components of the comprehensive approach to career guidance, counseling, placement and follow-up used in Mesa's program. (Use a check mark)

___A. Planning	___E. Structuring
___B. Orientation	___F. Decision Making
___C. Analyzing	___G. Developing
___D. Implementing	___H. Performing

2. In your own words, please state one planning task.

   A. _____

   _____

3. List <u>two</u> of the six basic assumptions for the Mesa program.

   A. _____

   _____

   B. _____

   _____

4. Place a (C) by the description of a current program assessment and a (D) by the description of a desired outcomes assessment.

   _____This type of assessment is used to determine the needs of a given group and the results are used as a guide for program development.

   _____This type of assessment is used to determine what skills the counseling staff needs to build to deliver on a developing program.

_____This type of assessment is used to identify aspects of an ongoing program to which personnel are devoting time, energy and resources.

5. In your own words, please state one structuring task.

A. _____

_____

_____

6. Place an (x) by one of the key structuring skills used in the Mesa program development.

_____Writing open ended stories

_____Counseling in groups

_____Writing goal statements

_____Consulting with parents

_____Role playing with students

7. In your own words, please state one program implementation task.

A. _____

_____

_____

8. A. Place an (x) by the "parts" or components of this staff development package which are included herein. B. Place an (O) by the package parts which are omitted from this one-hour mini-pac.

_____Tape-slide introduction

_____Flowchart of the comprehensive approach

_____Package goals and objectives

_____Instructional materials (module)

_____Progress checks

_____Group activities

_____Simulation activities

_____Application procedures

_____Post-tests

_____Further references

9. List two types of information (data) which can be used in making decisions about program evaluation.

A. _____

_____

_____

B. _____

_____

_____

POST ASSESSMENT FEEDBACK

1. A. Planning
   E. Structuring
   D. Implementing
   F. Decision Making

2. See page 4 for planning tasks.

3. See page 5 for Mesa's six basic assumptions.

4. Current program assessment (C) - Z

   Desired outcomes assessment (D) - X

5. See page 10 for structuring tasks.

6. _X_ Writing goal statements.

7. See page 13 for implementation tasks

8. A. (X) -- all listed except, see (B)

   B. (O) -- Group activities

   -- Further references

9. See pages 17 through 19 for types of evaluation data.

APPENDIX A

POSSIBLE INSTRUCTIONAL AND COUNSELING PROCEDURES

DEVELOPING GUIDANCE, COUNSELING

AND PLACEMENT PROGRAMS

ORIENTATION MINI-PAC

POSSIBLE INSTRUCTIONAL AND COUNSELING PROCEDURES

(STUDENT ACTIVITIES AND MATERIALS)

1. Reading printed materials
   a. Narrative
   b. Programmed
   c. Cartoon booklets
   d. Kits

2. Observing
   a. Live demonstrations
      1) Peer student models
      2) Cross-age models
   b. Live dramatizations
   c. Films
   d. Film-strips
   e. Slides
   f. Video-tapes
   b. Any one/or all of the above observational media followed by guided practice supervised either by the models or by counseling personnel.

3. Listening
   a. Radio
   b. Sound recordings
      1) Records
      2) Audio-tapes

4. Interacting individually and/or in groups with:
   a. Counseling personnel
   b. Community resource persons

5. Practicing behavior under simulated conditions
   a. Simulation games
   b. Simulated work samples
   c. Role-playing
   d. Behavioral rehearsal

6. Gathering personal assessment information:
   a. Responding to instruments measuring personal characteristics.
   b. Collecting information from other people.
   c. Self-assessment activities

7. Participating in computer supported programs

8. Using on-line computer technology

APPENDIX B

Tape-Slide Introduction

ORIENTATION

	VISUAL		AUDIO
1.	TITLE SLIDE	1.	MUSIC - medium to uptemp, the music is interrupted for each of the following student statements.
2.	HEAD AND SHOULDERS SHOT OF JR. HIGH SCHOOL BOY IN COUNSELOR'S OFFICE	2.	"You have to change my schedule . . . see, I have P.E. first period and I need to take (fades out, music up, then back down).
3.	SHOT OF CONFUSED LOOKING BOY (YOUNGISH, ELEMENTARY)	3.	"Well, then I decided to be a doctor, but have you seen the new Perry Mason show? Well, I think maybe being a lawyer might be (fades out, music up and back down).
4.	SHOT OF DEPRESSED LOOKING GIRL (H.S. AGE)	4.	(Quietly) "I think he's on heroin. I love him. But I can't turn him in and I don't know . . . (fades out, music up and out).
5.	LONG SHOT OF COUNSELOR ALONE IN HIS OFFICE, SHIRTSLEEVES ROLLED UP, LOOKING HARRIED	5.	NARRATOR: Maybe it shouldn't be surprising that as the world becomes more complex, and as children grow up faster, the work of counseling personnel also becomes more difficult.
6.	OLD FASHIONED PICTURE OF GRADUATING CLASS (MAYBE CIRCA 1950)	6.	Counselors are well-trained. Sometimes their formal training took place some years ago, but counselors have the benefit of the greatest learning laboratory: the real world. They stay attuned to the needs of young people by helping them solve hundreds - even thousands - of problems every year.

7. PARAPROFESSIONAL IN THE CLASSROOM	7. In recent years, parents, student aids, peer counselors and others have been recruited to help young people. Whether or not they have extensive formal training, these people often have a high degree of understanding of the backgrounds, problems, and aspirations of the young people with whom they work.
8. TEACHER TEACHING	8. Teachers also have found that the distinctions between counseling tasks and teaching tasks are often blurred. The rapport they have with students sometime enables them to help with the personal problems that arise, and their expertise in various subject areas lets them integrate counseling-related material into their classes.
9. QUARTERED SHOT. LEFT HALF--SLIDE 5; RIGHT TOP--SLIDE 7; RIGHT BOTTOM--SLIDE 8.	9. In short, a lot of different people qualify to be called "counseling personnel", and they all bring their skills to the tasks of helping young people plan their future and resolve their conflicts. But sometimes these counseling personnel find that they don't know how to bring about certain desirable student outcomes.
10. ADMINISTRATOR SITTING AT DESK, LOOKING THROUGH REPORTS	10. Often the heaviest burden falls upon the administrator who has the responsibility of planning and overseeing the implementation of a comprehensive guidance program. He will soon find that counseling personnel bring to him a wide variety of problems.
11. TEACHER OR COUNSELOR, TALKING TO CAMERA	11. "We have a real problem with kids who freeze up when they take tests."
12. DIFFERENT COUNSELOR OR TEACHER, ALSO HEAD-ON SHOT	12. "The question that we're having trouble with is how can you really evaluate effective changes? I think we're getting results, but how can we be sure?"

13.	THIRD COUNSELOR OR TEACHER	13. "We're having a heck of a time getting kids to indicate the kinds of non-crises help they want. We always see them when the dam has burst, but how can we get them to tell us about their other types of needs?"
14.	LONG SHOT OF A SCHOOL, WITH STUDENTS AND SOME TEACHERS IN EVIDENCE	14. To meet these needs and the many others that occur in modern school, the planner must not only be able to diagnose problems, he must also be able to prescribe methods that prevent or solve problems, and he must be able to help counseling personnel be more effective.
15.	DRAWING OF STAFF DEVELOPMENT PACKAGE	15. It is to meet this need for specific and up-to-date planning and implementation skills that Mesa Public Schools is putting together a different approach than you have ever encountered. They are competency-based.
16.	WORDS: COMPETENCY-BASED (CARTOON FIGURE LEANING AGAINST THE WORDS)	16. What does that really mean? It means that each package helps you to develop a specific skill. Each skill is related to planning, structuring, implementing, or evaluating a counseling, guidance or placement program. The word program here can refer to a simple effort for one small school, or to a massive, district-wide endeavor.
17.	SAME PERSON AS IN SLIDE 10	17. All right, how does that relate to what one of our counselors brought up--finding out about the non-crisis kinds of help that kids need and want the most?
18.	ILLUSTRATION OF YOUNGSTER DOING CARD-SORT	18. One of the first Staff Development Packages prepared deals with just that. It shows procedures which may be employed to get students to indicate the kinds of outcomes they desire for themselves. It also describes means by which parents, employers, and others can specify the youth outcomes they think are important. As is described in the package, these data can be

		analyzed by computer to show what are the highest priority needs and wants of groups of students. In the package, the data gathering and analysis are explained step-by-step, and are put into the context of the overall planning process.
19.	SAME PERSON AS IN SLIDE 10	19. I'm still not totally clear on how these packages are different from other kinds of inservice training.
20.	CARTOON: FIGURE WITH UNDERSTANDING DAWNING ON HIS FACE, LIGHT BULB BEING SWITCHED ON ABOVE HIS HEAD.	20. They're different in two ways. One, they go beyond the cognitive realm and actually teach you <u>skills</u> that you can immediately apply to your own setting. Two, each skill is tied to student outcomes. In other words, you will always be learning skills which can be applied in a way that directly or indirectly will help students.
21.	SAME PERSON AS IN SLIDE 10	21. The approach sounds good, but I have a tough time getting away for in-service classes with all the meetings I have. I never know whether I can attend a regular class.
22.	ILLUSTRATION: ADMINISTRATOR OPENING PACKAGE	22. NARRATOR: You don't have to. You work through each package at your own convenience and at your own pace. Let's take a quick look at what each Staff Development Package contains.
23.	ILLUSTRATION: ADMINISTRATOR WATCHING SLIDES	23. Each package begins with an audio-visual presentation that orients you to what's in the package.
24.	WORDS: GOAL AND OBJECTIVES	24. Then the package spells out for you exactly what you should be able to do as a result of having worked through the materials and activities. They describe the competencies you will have acquired.

25. ILLUSTRATION: ADMINISTRATOR READING BOOKLET (PENCIL AND PAPER ARE IN FRONT OF HIM)

25. The core of the package is an instructional booklet that describes in detail the steps you go through in order to achieve each objective. From time-to-time, you will find "Progress Checks" that let you see whether you have fully understood the material presented.

26. ILLUSTRATION: GROUP OF ADMINISTRATORS DOING A ROLE-PLAY

26. The package also suggests possible group activities. Although you can work by yourself and at your own pace, if there are others in your school or district who are working on the same packages, you can benefit from sharing your reactions and ideas, and by going through the role-playing and other activities suggested.

27. ILLUSTRATION: ADMINISTRATOR LISTENING TO A CASSETTE TAPE, AND LOOKING AT A BOOK

27. Since it is often helpful to benefit by the successful experience of others, each package contains sample materials. Depending upon the topic of the package, the sample materials include instruments or student tests, learning materials developed by schools or projects, and audio tapes of interviews with experts or others who have had experience with the concepts being discussed.

28. CLOSE UP ILLUSTRATION: HAND HOLDING PENCIL, ANSWERING QUESTION IN BOOKLET

28. The next step takes you from looking at samples to trying out the materials or procedures under discussion. This is done through a simulation which describes a hypothetical but realistic situation and calls on you to make several decisions.

29. ADMINISTRATOR CONFERRING WITH TEACHER. FORMER HAS APPLICATION GUIDE IN HAND

29. Of course, the whole point of working through such a program is to develop competencies which you will use in the real world. Thus each package also provides an Application Guide that helps you to apply to your own situation the concepts you have learned.

30. ILLUSTRATION: ADMINISTRATOR LOOKING SOMETHING UP IN LIBRARY	30. And if you find that you want further details about anything covered in the package, you are supplied with a list of further reading. In all, you will spend from 15 to 20 hours of time developing your new skill. You will presumably want to then spend additional time in applying it to the demands of your own school or district.
31. WORD: PLANNING	31. The competencies, and hence the packages, will be organized into four major categories. The first concerns "Planning Guidance, Counseling or Placement Programs." There are several competencies related to effective planning.
32. CHART: .WHO WILL WE SERVE: .WHAT ARE WE DOING NOW? .WHAT DO CLIENTS NEED AND WANT: .WHAT ARE OUR GOALS AND OBJECTIVES?	32. One is deciding upon and describing the purposes and target groups of the counseling effort. The next is assessing current programs and services, that is, specifying what you are not providing. You can also learn to conduct a comprehensive needs and wants assessment on your target group. Comparing what your clients now get with what they want allows you to describe the goals and objectives of services or programs you need to add or modify.
33. WORD: STRUCTURING	33. The second phase is structuring the program or services you wish to eventually implement. Again, there are a number of related competencies.
34. CHART: .WHO WILL WE START WITH? .WHAT WILL WE USE? .HOW WILL WE USE IT? .HOW ARE WE DOING?	34. The first is knowing how to specify immediate participants and objectives for the programs being started. The bulk of the structuring effort, however, is concerned with how to find, adapt, or design student materials and procedures which will help students to achieve the student performance objectives. Those undertaking this effort have to know how to efficiently determine what is available and appropriate

for use in your setting, and also how to individualize programs when this is important. In this phase, as in all the others, being able to evaluate the on-going processes and their results is very important.

35. IMPLEMENTING

35. This leads naturally into implementation which is usually the most visible phase, but which is likely to be a success only if the planning and structuring activities have been accomplished.

36. CHART:
- .WHAT STEPS DO WE FOLLOW?
- .IS THE STAFF READY?
- .HAVE WE TRIED IT OUT?
- .IS IT REACHING THE CLIENTS:

36. A competency related to implementation is the ability to lay out process objectives that detail what each staff member has to do, and when. Sometimes this requires that new staff be added or that current staff engage in training. Conducting a field test that yields valid data is another valuable competency, as is the ability to evaluate how well program planners and implementers are attaining their process objectives.

37. OUTCOMES AND DECISION-MAKING

37. The final phase is using program outcomes for decision-making. Here you figure out what a program or strategy has achieved for the students and what decisions you, as an administrator and continuing planner, should make based on that information.

38. CHART:
- .DID IT WORK?
- .WHAT ELSE HAPPENED?
- .WAS IT COST-EFFECTIVE?
- .COST-EFFICIENT?
- .COST-BENEFICIAL?
- .WHAT NEXT?

38. At this point it is useful to be able to perform product evaluation, which determines whether a program or service has achieved what it set out to do. A program may also have important unexpected side effects which should be measured. Of special interest to the tax payer, school board, and others will be the determination of the costs and benefits of any new service. All of this information allows the decision maker

to consider whether programs are to be continued or discontinued, and maintained as is or revised.

39. CHART:
PLANNING
STRUCTURING
IMPLEMENTING
MAKING DECISIONS

39. As you can see, even from this brief summary, a great number of competencies are involved. You will already have many of these skills. Thus, in using the Staff Development Packages you will probably want to pick and choose only those which teach skills you would like to acquire or sharpen.

40. SAME PERSON AS IN SLIDE 10

40. It sounds worthwhile, but how many packages are available, and what do they cover? Are any of them ready right now?

41. WORDS:
1) ORIENTATION
2) ASSESSING DESIRED STUDENT OUTCOMES

41. Mesa Public Schools had the first five packages ready by January of 1975 and plans to develop more. On the screen you see the names of the packages which are ready for you to work on.

42. ILLUSTRATION:
ADMINISTRATOR SHAKING HANDS WITH TEACHER

42. Whether you are in the position of designing a completely new guidance, counseling, or placement program or in the position of wanting to change or add to an already existing set of services, these packages can serve as your tools. They are designed to make your own job easier and more effective, and to make you a more valuable resource to the counseling personnel who look to you for leadership.

The rest of this Orientation Module will tell you more about Mesa Public Schools' comprehensive approach to staff development and how it can serve your needs.

43. ILLUSTRATION: ADMINISTRATOR HAPPILY WORKING ON A PACKAGE: WORDS: PLEASE PROCEED TO THE OTHER MATERIALS!

43. Sound: Music up for 4 seconds.

APPENDIX C

STAFF TRAINING MODULE DESCRIPTIONS

1. Orientation

   Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

   Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

   Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

   Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

   Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

   Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete.

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitiates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history development, and major issues involved in the utilization of paraprofessionals. Requires 12 - 15 hours to complete.